

De Montfort University

Course Template

1. Basic information

- Course Name: Midwifery
- Course Code: PN027A
- Level (UG, PG): Undergraduate
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Nursing and Midwifery
- PMB: NRMW
- Offered at:
- Type (single, joint.): SI
- Highest Award : Bachelor of Science (Honours)
- All possible exit awards : Bachelor of Science; Certificate of Higher Education; Diploma of Higher Education; Institutional Undergraduate Credit
- Award notes :

Professional Body Recognition

- Accreditation by Professional/Statutory body:
- Exemption by Professional/Statutory body:
- Details
- Modes of attendance: Main MOA: Full-Time
Other MOA: Part-Time; Previously Part Time, ET or IT for All Session; Previously Full Time, ET or IT for All Session
- Mode Notes:
- Course leader: Caroline Farrar

2. Entry Requirements and Profile

UCAS Points 300 points GCSE <ul style="list-style-type: none">• At least 6 GCSEs including Maths, English and Science at a minimum of grade C and we would normally expect at least two subjects at grade A or B plus one of the following: A Level <ul style="list-style-type: none">• 300 UCAS points from a maximum of 3 A levels including at least one of the following subjects at grade B or above Health and Social Care, Biology, Sports Science, Chemistry, Physics, Psychology or Sociology. (excluding General Studies). A maximum of 40 points can be counted from AS level BTEC <ul style="list-style-type: none">• BTEC National Diploma - BTEC in Health and Social Care or Applied Science at Distinction/Distinction/Merit• BTEC National Certificate - only in combination with other accepted qualifications. Must meet Health and Social Care or Applied Science requirement• BTEC National Award - only in combination with other accepted qualifications. Must meet Health and Social Care or Applied Science requirement• BTEC Extended Diploma (3 A2s) - BTEC in Health and Social Care or Applied
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Science at Distinction/Distinction/Merit

- BTEC Diploma (2 A2s) - only in combination with other accepted qualifications. Must meet Health and Social Care or Applied Science requirement
- BTEC 90 - credit Diploma: only in combination with other accepted qualifications. Must meet Health and Social Care or Applied Science requirement
- BTEC Subsidiary Diploma (1 A2) - only in combination with other accepted qualifications. Must meet Health and Social Care or Applied Science requirement
- BTEC certificate (1 A1) - only in combination with other accepted qualifications. Must meet Health and Social Care or Applied Science requirement

For more information about Entry and Admissions Criteria click [here](#)

Access course:

Pass Access to HE diploma Midwifery and Nursing or Science, with 24 level three credits in Human Biology (or General Science; Chemistry; Physics) not Psychology or Sociology), of which 18 must be at distinction level. Maximum of 9 credits from study skills. English and Maths equivalency required, 12 level two credits in each subject. In addition to this, you are required to have a further four GCSEs (in any subject) at grade C or above.

You must complete an occupational health check, declaration form and enhanced Disclosure and Barring Service application form before starting the course, which needs to be cleared in accordance with DMU's admission policy. Contact us for up-to-date information.

Interview required: Yes (with the local trust) this will include numeracy and literacy tests.

International Baccalaureate: 30+ including at least one of Biology, Chemistry, Physics or Psychology at higher level.

International students:

If English is not your first language, we require an English language level of IELTS in all components 7.0 or equivalent.

Evidence of study in the last five years.

Please note that we do not accept childcare qualifications for midwifery.

Personal Statement selection criteria

- Clear communication skills, including good grammar and spelling
- Information relevant to the course applied for
- Interest in the course demonstrated with explanation and evidence
- If relevant for the course - work and life experience

3. **Course Description**

Characteristics and Aims

The BSc (Hons) Midwifery programme is designed to prepare students to meet the criteria for registration as a Midwife with the Nursing and Midwifery Council (NMC 2009) to be able to practice as effective autonomous midwifery practitioners at the point of registration. The programme seeks to ensure that all students exiting the programme with a BSc (Hons) Midwifery are prepared for practice as a midwife and meet the requirements for the award of an honours degree. The aim of the programme is to produce confident, competent and autonomous midwives, who can provide a high standard of midwifery care to women and families in all situations and environments.

The programme aims to enable students to:

- prepare student midwives for entry to the Midwives Part of the Nursing and Midwifery Council's Professional Register, in accordance with the professional and statutory requirements.
- To fulfil the requirements of the EU Directives, the Midwives Rules and Standards,

NMC Standards of Proficiency and QAA academic and practitioner standards.

- Meet the UNICEF UK BFI Best practice standards for higher education institutions
 - To provide educational opportunities which allow students to acquire the knowledge, skills, values, and attitudes that are essential for the development of safe midwifery practice, professional competence and confidence.
 - To provide a broad and deep understanding and dissemination of midwifery knowledge, the factors influencing the provision of women centred maternity care and to embrace birth as a normal process.
 - To facilitate the development of critical insights into the application of the reflective process that supports professional development of a midwife as a competent practitioner of normal midwifery.
 - To develop enquiring, confident and empowered midwives with excellent communication skills to question views and practices within the multi-disciplinary team.
 - To facilitate the development of midwifery practitioners who are able to utilise critical, analytical and enquiry based learning skills and apply these to their professional practice.
 - Prepare student midwives who are committed to the enhancement of health and social care through inter-professional collaboration.
 - Develop a responsive, confident midwife who at the point of registration is competent to practice in a variety of settings within the philosophy of this programme.
 - To encourage critical enquiry, independent learning and a commitment to lifelong learning including taking responsibility for continuing professional development as a requirement for maintaining professional competence.
- Key Characteristics

- The programme is 156 weeks long and has a minimum of 40% theory and a minimum of 50% practice with 45 programmed weeks each year
 - Students are supernumerary when in practice and are supported by a sign off mentor who works with them for a minimum of 40% of the time.
 - The Programme is divided into three parts with a progression point at the end of each level of study
 - Modules are a combination of theory practice modules and theory only modules
- All modules must be passed in order to meet the NMC Standards for Preregistration Midwifery Education(2009)

Teaching, Learning and Assessment Strategies

The learning, teaching and assessment strategies within this curriculum adhere to the DMU assessment policy and are underpinned by a) the University's Learning, Teaching and Assessment Strategy (ULTAS) (2012-2015), (<http://www.dmu.ac.uk/documents/about-dmu-documents/learningteachingstrategy.pdf>), b) the Faculty of Health and Life Sciences Learning Teaching and Assessing Strategy (FLTAS) (see appendix 17), and c) the midwifery programmes philosophy statement which underpins all midwifery programmes of study (see section 2.7 in this document).

A wide variety of learning and teaching strategies are used within the programme including lectures, seminars, simulation of practice, technology enhanced learning, reflection on practice experiences, case studies, scenarios, small group work, and clinically focused tutorials. Variation in teaching methods aims to facilitate the students' ability to integrate theory with practice and meet the increasingly diverse needs of our student groups.

Clinical skills will be taught and practised within the safe environment of the clinical skills laboratory as well as during practice experiences.

The opportunity to learn in a variety of ways aims to facilitate the students' ability to integrate theory with practice and meet the increasingly diverse needs of our student groups.

There are shared learning and inter-professional education events relevant to midwifery practice included throughout the curriculum to foster and develop the students' perception of their role within the multidisciplinary team and to facilitate the students' ability to recognise the importance of and work within a multi-professional /multi agency approach to care. There

is also a recognition that a significant proportion of the curriculum needs to be specific to the education needs of future midwives. Some shared teaching with other midwifery groups will also take place.

Students will be actively encouraged to self-direct their learning throughout the Programme and engage in prior learning in advance of face to face sessions.

Information technology skills will be taught and developed throughout the programmes to enable students' to access information to maximise their learning and enable them to succeed within the modern workplace. E-learning will continue to be utilised across the curriculum in the form of Blackboard, Turnitin and relevant e-learning packages adopted to enhance learning and inform teaching within modules e.g. The Midwifery Open Education Repository <<http://more.library.dmu.ac.uk>>. The DMU 'Draft threshold for the use of technologies document' (see appendix 11) has been utilised to guide the design and development of the Blackboard learning materials and will be used for each module.

It is through the variety of student-centred activities that all students will develop the skills to critique and synthesise ideas, evaluate and reframe arguments and apply the knowledge to clinical practice. The ability of the student to be able to evaluate the evidence base for practice is a core theme that runs across the programme.

The timely placing of clinical placements throughout the programmes facilitates the interplay between theory and practice. The programme is structured to provide more theory time in the first year in order to provide extended support to new students through increased lecturer student contact time

To recognise the importance of the partnership approach between the University and our practice partners to this programme, the Personal Tutor, Module Tutors, sign off mentors and Practice Learning Lead will continue to work together to provide support and guidance for the student while on placement and both will be involved in the monitoring of the students' progress, the acquisition of skills and the integration of knowledge into practice.

The use of the tripartite assessment framework is crucial to the grading of practice which forms part of the academic award. Students, sign off mentors and lecturer meet in practice to review progress, evidence, service user feedback and clinical skill development related to specified outcomes for the practice placement. Students are encouraged to self assess their progress using the assessment framework and grading tools within the clinical assessment documents. This is used as a discussion point for development plans and future assessments.

Meeting the learning outcomes

The learning, teaching and assessment strategies inherent within the programme are designed to ensure that each student is able to provide a sound rationale for their decision making and practice to achieve the competencies to be an autonomous midwife at the point of registration

Students will be expected to take responsibility for their personal, professional and academic development. The emphasis on individual development centres on the collection of evidence for the portfolio will enable the student to reflect on the integration of theory and practice in meaningful way. Students will be required to identify their learning needs in practice with their mentor/supervisor and actively seek opportunities to acquire the knowledge and skills that will enable them to achieve the learning outcomes associated with the programme/module.

The emphasis is on the link between theory and practice in all the modules. Students will be encouraged to explore, challenge and change existing knowledge and acquire new skills to achieve competency.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> • Knowledge & understanding 	1. Demonstrate knowledge and skills to

	<p>practice confidently and competently in normal midwifery practice at the point of registration</p> <ol style="list-style-type: none"> 2. Critically analyse, synthesise and apply knowledge from various sources to the practice and development of midwifery 3. Critically evaluate the impact of health and social policy on midwifery practice and the organisation of maternity services 4. Understand and practice competently provision of women centred care 5. Understand and practice competently ethical and legal obligations 6. Demonstrate respect for individuals and communities
<ul style="list-style-type: none"> • Cognitive skills 	<ol style="list-style-type: none"> 1. Critically analyse theory related to midwifery and midwifery practice 2. Critique, analyse and apply midwifery theory to the practice and development of Midwifery. 3. To nurture a motivation and commitment to reflective, independent, life-long learning and professional development
<ul style="list-style-type: none"> • Subject specific skills 	<ol style="list-style-type: none"> 1. Co-ordinate and collaborate with others to achieve a level of woman centred practice which actively supports the woman's right of choice 2. Be effective and analytical practitioners who are equipped to meet the changing needs of women within the maternity services and health care 3. Plan and deliver holistic, woman centred midwifery care that is evidence based 4. Make suggestions, based on evidence, on how outcomes of care can be improved 5. Demonstrate competence in sound evidence-based knowledge of facilitating the physiology of childbirth and newborn and be competent in applying it in practice 6. Demonstrate competence in and knowledge of physiological, social, emotional and spiritual factors that may positively or adversely influence normal physiology and to be competent in applying this in practice 7. Demonstrate competence in appropriate interpersonal skills as identified in the essential skills clusters communication to support women and their families. 8. Demonstrate competence in being autonomous practitioners and lead carers to women experiencing normal childbirth and being able to support women throughout their pregnancy and labour birth and postnatal period in all settings including midwife led units birthing centres and the home

	9. Demonstrate competence in being able to understand critical decision-making to support appropriate referral of five of the woman or baby to other health professionals or agencies when there is recognition of the normal processes being adversely affected and compromised
• Key Skills	<p>1. Evaluate communication skills and adapt strategies when required</p> <p>2. Present information effectively, from a variety of sources, using a format and style to suit purpose, subject and audience and evaluate overall effectiveness of strategies utilised</p> <p>3. Demonstrate the capacity to adapt to change identify the need for change and initiate it.</p> <p>Be prepared for and understand the need for continuing professional and personal development throughout this career including the acquisition and development of new knowledge and skills</p>

5. Structure and Regulations

Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>	<u>Semester</u>	<u>Locations</u>
MIDW1000	30.00	1	Both	1	DM
MIDW1001	45.00	1	Both	X	DM
MIDW1002	45.00	1	Both	X	DM
MIDW2000	45.00	2	Both	X	DM
MIDW2001	45.00	2	Both	X	DM
MIDW2002	30.00	2	Both	X	DM
MIDW3000	45.00	3	Both	Y	DM
MIDW3001	15.00	3	Both	X	DM
NURS3001	60.00	3	Both	U, X	DM

Structure

Structure notes

Course Specific Differences or Regulations

Numbers at sites, including partner institutions

Relevant QAA Subject Benchmarking statement(s)

6. Quality Assurance Information

QA of Workbased Learning

Liaison with Collaborative Partners

Procedures for Maintaining Standards

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Course Handbook Descriptor

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